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ABSTRACT

A study examined a reading recovery program in Great Bend, Kansas. Subjects were 70 first-grade students divided into a treatment group and a control group. In the treatment group, 19 were Caucasian, 6 were Hispanic, and 6 were Vietnamese or Afro-American. In the control group, 31 were Caucasian and 8 were Hispanic. Independent variables were: participation status, gender, ethnicity, and number of sessions. Dependent variables were: writing vocabulary and dictation. Four composite null hypotheses were tested at the .05 level of significance, employing single-factor analysis of covariance. A total of 8 comparisons were made employing a single-factor analysis of covariance. Of the 8 comparisons made, 1 was statistically significant at the .05 level. The statistically significant comparison was for the independent variable participation status and the dependent variable writing vocabulary. Results indicated that the mathematical assumption of homogeneity of regression was met for six of eight comparisons. The assumption was not met for the comparisons gender and writing vocabulary, and the ethnicity and writing vocabulary. Findings suggest that: (1) subjects who participated in the reading recovery program had a statistically higher mean writing vocabulary score than those who did not participate; (2) subjects in both groups had equal achievement in dictation; (3) males and females who participated did equally well; (4) subjects with different ethnicities who participated did equally well; and (5) subjects who participate in reading recovery for varying numbers of sessions do equally well. (Contains 4 tables of data and 82 references; 8 appendixes contain sample letters, lesson plans, and teacher documentation; training overview; documentation; and summary sheets.) (Author/CR)

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ED 398 568

READING RECOVERY: EARLY INTERVENTION

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

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Graduate Committee Approval

The Graduate Committee of Judy A. Johnson hereby approves her thesis as meeting partial fulfillment of the requirements of theDegree of Master of Science

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Table of Contents

	Page
List of Appendices	vi
List of Tables	vii
Abstract	viii
Introduction	1
Overview	1
Remediation	2
Intervention	3
Reading Recovery	5
Results from Reading Recovery Program	9
Summary	11
Statement of the Research Problem	12
Rationale and Importance of the Research	12
Composite Null Hypotheses	13
Independent Variables and Rationale	14
Definitions of Variables	14
Independent variables	14
Dependent variables	15
Covariate measures	15
Limitations	15
Methodology	15
Setting	15
Subjects	16
Instrument	16
Implementation	17

Design and data collection procedure 18
Data analysis 19
Results 19
Discussion 29
Summary 29
The Related Literature and Results of the Present Study 30
The Researcher's Opinion Pertaining to Results of Present Study ... 30
Generalizations 31
Recommendations 32
References 33

List of Appendixes

		Page
Appendix A	Letter of Request to Participating School District	41
Appendix B	Letter Granting Research Request	43
Appendix C	Letter to Parents Requesting Student Participation in Reading Recovery	45
Appendix D	Teacher Training Overview	47
Appendix E	Reading Recovery Diagnostic Survey	58
Appendix F	Sample Lesson Plan	66
Appendix G	Samples of Daily/Weekly Teacher Documentation	69
Appendix H	Student Discontinuation Summary Sheets	76

List of Tables

Page

Table 1: A Comparison of Adjusted Posttest Means of the Reading Recovery Diagnostic Survey Scores for First Grade Students (with Pretest Reading Recovery Diagnostic Survey Scores as Covariant Measures) According to Participation Status Employing a Single-Factor Analysis of Covariance 21

Table 2: A Comparison of Adjusted Posttest Means of the Reading Recovery Diagnostic Survey Scores for First Grade Students (with Pretest Reading Recovery Diagnostic Survey Scores as Covariant Measures) According to Gender Employing a Single-Factor Analysis of Covariance 23

Table 3: A Comparison of Adjusted Posttest Means of the Reading Recovery Diagnostic Survey Scores for First Grade Students (with Pretest Reading Recovery Diagnostic Survey Scores as Covariant Measures) According to Ethnicity Employing a Single-Factor Analysis of Covariance 25

Table 4: A Comparison of Adjusted Posttest Means of the Reading Recovery Diagnostic Survey Scores for First Grade Students (with Pretest Reading Recovery Diagnostic Survey Scores as Covariant Measures) According to Number of SessionsEmploying a Single-Factor Analysis of Covariance 27

Abstract

The purpose of the researcher was to investigate a Reading Recovery program. The independent variables were: participation status, gender, ethnicity, and number of sessions. The dependent variables were: Writing Vocabulary and Dictation. A total of 70 first grade students were studied. The treatment group consisted of 31 students. Of that group, 18 were male and 13 were female. Nineteen were Caucasian, 6 were Hispanic, and 6 were from other ethnicities (Vietnamese and Afro-American). The control group consisted of 39 students, 13 of which were male and 26 were female. Thirty-one students in the control group were Caucasian and 8 were Hispanic. Four composite null hypotheses were tested employing single-factor analysis of covariance. Each hypothesis was tested at the .05 level of significance.

A total of 8 comparisons were made employing a single-factor analysis of covariance. Of the 8 comparisons made, 1 was statistically significant at the .05 level. The statistically significant comparison was for the independent variable participation status and the dependent variable Writing Vocabulary. Results of the present study indicated first grade students who participated in the Reading Recovery program had a statistically higher mean Writing Vocabulary score than those who did not participate. The Reading Recovery program appeared to be effective for Writing Vocabulary. The mathematical assumption of homogeneity of regression was met for 6 of the 8 comparisons. The assumption was not met for the comparisons gender and Writing Vocabulary and ethnicity and Writing Vocabulary.

The results of the present study appeared to support the following

generalizations:

1. first grade students who participate in Reading Recovery have higher achievement in Writing Vocabulary than those who do not participate,
2. first grade students who participate and those who do not participate in Reading Recovery have equal achievement in Dictation,
3. males and females who participate in Reading Recovery do equally well,
4. first grade students with different ethnicities who participate in Reading Recovery do equally well, and
5. first grade students who participate in Reading Recovery for varying numbers of sessions do equally well.

Introduction

Overview

Communication is an integral part of everyday functioning. Reading is an integral part of communication. People read constantly e. g., billboards, names of fast-food restaurants, memos from the boss, how to assemble the latest gadget, the hottest new novel or perhaps the Bible. According to Goodman (1985), print surrounds people continually through the major types of reading: environmental, occupational, informational, recreational, and ritualististic. Girling-Butcher, Phillips and Clay (1991) postulated that before reading can occur, the beginning reader must make sense of letters and sounds. Defford (1994) reported that "the practical activity of the first few years of school for the young child is understanding the symbolic acts of reading and writing, their purposes, interrelationships, and uses in the contexts of school and the world at large" (p. 32). Wood (1988), in his studies of children, stated:

> Learning to write and read confronts children with challenges because they have to take greater responsibility than they do in conversation for making what they communicate intelligible and understandable outside of a shared context. It also demands that they discover a range of often irregular relations between the nature of speech and the structure of written text. (p.165)

How young students learn to read and perceive themselves as readers will have a lifelong effect. According to Shanahan and Barr (1995) "children who have difficulty learning to read do less well in other subject areas, have lower self esteem, pose greater discipline problems in school, and are less likely to complete a high school education" (p. 958). Shanahan and Barr also maintained that an association existed between adults with limited reading ability and unemployment.

crime, lack of civic awareness and involvement, poor health maintenance, and other social problems.

Remediation

According to Smith (1965), reading difficulties, termed remedial reading, have been reported since the turn of the century (Morgan, 1896, Hinshelwood, 1917, & Uhl,1916, cited by Smith, 1965). Johnston and Allington (1991) reported that the term remediation has come to imply the need to fix or correct a problem which is the intent of current remedial reading programs. In schools today, according to Johnston and Allington (1991) "remedial readers are but a subset of children who have failed to acquire proficient reading abilities in accordance with the schedule set by the assessment system" (p. 986). Remedial reading programs have emerged to address the problem of children who fail to read in the regular classroom (Critcaley, 1964; McGill-Franzen, 1987; Ysseldyke & Algozzine, 1982).

The typical remedial program has four similar characteristics: first, a small group of students is removed from the regular classroom for instruction (Birman et al., 1987; Calfee & Drum, 1979; Johnston & Allington, 1991; Stonehill & Anderson, 1982). The second characteristic is that although the teachers of the remedial groups have most likely received advanced graduate credits, paraprofessionals who are employed to work with the remedial students usually have limited instructional expertise (Allington, 1980; Birman, 1988; Johnston & Allington, 1991; Ysseldyke & Algozzine, 1982); also, the remedial programs are usually funded by state and federal monies, which, in turn, means guidelines not necessarily appropriate to the local need (McGill-Franzen, 1987; Singer & Butler, 1987; Wang & Reynolds, 1985). The final characteristic of a remedial reading program is that students are usually not placed into a remedial program until they

have been in school for several years (Johnston & Allington, 1991). In a study conducted by Smith and Shepard (1988), it was found that students rarely were served well by retention or delaying remedial instruction because of a child's developmental readiness.

Few longitudinal studies are available on the effects of remediation. However, Carter (1984) and Cooley (1981) both found that participation in a remediation program such as Chapter 1 does have a small positive effect on students' progress; however, most students who get off on their reading acquisition schedule remain delayed for the rest of their educational careers. Slavin (1987) reported students making a three percent gain annually, while Glass (1986) reported less stable effects on reading achievement tests. Reports do indicate that children who begin a remediation program rarely return to regular education with no further assistance (Bean, Cooley, Eichelberger, Lazar, & Zigmond, 1991; Coles, 1987; Gartner & Lipsky, 1987; Singer & Butler, 1987, Spiegel, 1995). In similar studies, Carter (1984), Cooley (1981), and Wang (1980) also found that some children attained higher achievement test scores through Chapter 1 remediation which made them ineligible to receive services the following year, but many of those students needed to return to the Chapter 1 program in subsequent years. Few ever attained a grade level proficiency. According to Carter (1984), Cooley (1981), and Glass (1986), remediation has not been totally successful. The data for Chapter 1 indicate that these programs are not helping children make accelerated progress (Bean, et al., 1991).

Intervention

According to Johnston and Allington (1991):

> Early intervention appears to be a sensible recommendation. If problems can be acted upon early enough, confusions and

> misconceptions may not be compounded by extensive failure, and the gap between the more and less able may be eliminated rather than continuing to widen. (p. 1001).

Clay (1985) stated "The difficulties of the young child might be more easily overcome if he had practised error behaviour less often, had less to unlearn and relearn, and still had reasonable confidence in his own ability" (p.5). Slavin (1996) stated:

> We need to focus on prevention and early intervention. If we know how to ensure that virtually every child will become a skillful, strategic, and enthusiastic reader, then it is criminal to let children fall behind and only then provide assistance. Neverstreaming, not mainstreaming or special education, should be the goal for all children who are at risk. (p. 7)

Several programs in education today are early intervention oriented, neverstreaming, rather than remedial in nature (Slavin, Madden, Dolan, & Wasik, 1994). One program, Early Intervention in Reading, is being used as a small group tutorial program. Early Intervention in Reading focuses on first-grade students who are at risk of failure in reading achievement (Pikulski, 1994; Taylor, & Short, Frye, & Shearer, 1992). Studies by Taylor, Short, Frye, & Shearer (1992) and Taylor, Strait, & Medo (1994) indicated that Early Intervention in Reading was beginning to show positive results. Another early intervention program developed through John Hopkins University is Success for All (Slavin, 1996). Success for All, rather than small group tutoring, regroups kindergarten through third grade students into reading instructional levels (Madden, Slavin, Karweit, Dolan, & Wasik, 1991; Ross, Smith, Casey, & Slavin, 1995). Additional one-on-one tutoring is provided to those students who need further instruction (Balkam, & Hommelfarb, 1993; Ross, & Smith, 1994; Slavin, Farweit, & Wasik,

1993; Slavin, Madden, Dolan, Wasik, Ross, & Smith, 1994). Rothman (1993) stated "students in Success for All schools--particularly low-achieving students--improved their reading performance significantly more than did students in a similar school that was not involved in the program" (p. 9). Another program being used in schools today is Reading Recovery.

Reading Recovery

Reading Recovery is an early intervention program rather than one of remediation (Lyons et al., 1993; Moll, 1990; Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994; Shanahan & Barr, 1995; Wilson & Daviss, 1994). Pinnell et al. (1994) contended that children are failing with literacy because they are not learning to read and write, or have not had the beginning exposure other young students may have had. Reading Recovery was designed in 1976 by Marie Clay of the Department of Education and the University of Auckland, New Zealand, and she began field trails there in 1978 (Clay, 1991; DeFord, Lyons, & Pinnell, 1991; Gaffney, 1991; Shanahan & Barr, 1995; Swartz & Klein, 1994). In 1984, a collaborative venture brought the program to Ohio State University (Clay, 1987; DeFord et al., 1991; Sensenbaugh, 1995; Shanahan & Barr, 1995; Wilson & Daviss, 1995). Clay (1987) stated that Reading Recovery is "a prevention strategy designed to reduce dramatically the number of children with reading and writing difficulties in an education system" (p. 36). According to Gaffney (1991), "what Reading Recovery purports to do is accelerate the progress of the lowest achieving first-grade children, creating an opportunity for them to be successful that would not have happened otherwise" (p. 374).

Reading Recovery, which still has its United States base at Ohio State University, Columbus, is a highly structured program which requires intense teacher leader training at Columbus (DeFord et al., 1991; Swartz & Klein, 1994).

The teacher leaders, who must have a master's degree and primary teaching experience, attend a one-year educational program which includes a clinical practicum, a theoretical seminar, a supervision practicum, and a district apprenticeship (DeFord, Lyons & Pinnell, 1991). The following year the teacher leader provides intensive instruction (see Appendix D) to select teachers within each participating district in the Reading Recovery process (Jones, 1991; Ortiz, 1991; Pinnell, et al., 1994). DeFord, et al (1991) stated that "because of the intensity of this one-on-one teaching, the teachers seldom teach as Reading Recovery teachers full time" (p. 4).

Because of the emphasis on prevention, at risk first grade students who have been identified as having the lowest ability in reading and writing are selected for individual sessions (Center, Wheldall, Freeman, Outhred, & McNaught, 1995; Pinnell et al., 1994; Sensenbaugh, 1995; Stoya, 1995). At risk is defined in most American programs as "children in the lowest 20% reading achievement groups in their classrooms" (Groom, Lyons, Pinnell, DeFord, Sullivan, Cai, & Nilges, 1991, p. 23). According to Stoya (1995):

> Reading Recovery students are quite diverse. The program is directed at the lowest achieving students in first grade classes, regardless of intelligence, ethnicity, language achievement or schoolhistory. These struggling first grade students differ greatly in their strengths and weaknesses, making it difficulty [sic] to address their individual needs in a group setting. There is no "typical" Reading Recovery student. (p. 35)

A Reading Recovery teacher individually tutors 4 students daily for 30 minute sessions. The Reading Recovery lesson is composed of 4 parts: reading familiar materials, the student reading yesterday's new book while the teacher is recording reading behavior for later analysis, writing, and introduction and first

reading of the new book (DeFord, 1991; DeFord et al., 1991; Lyons et al., 1993; Ross, Smith, Casey, & Slavin, 1995; Senvenbaugh, 1995). As Clay (1985) explained " the child is taught how to carry out operations to solve problems in text, how to monitor his or her reading, how to check options, how to be an independent processor of print" (p. 9). The daily lessons last from 12 to 15 weeks, but may extend up to 20. Students are discontinued, that is, exit the program, when they have reached the reading level of their classmates (Center et al.,1995; Gaffney, 1991; Optiz, 1991). Teachers closely monitor students' progress and keep thorough daily records (Clay, 1991; Lyons, Pinnell & DeFord, 1993; Swartz & Klein, 1994). When examining the Reading Recovery benefits, Clay (1987) stated:

> An attractive feature of the programme is the way in which it feeds back information on success to all participants from the beginning. Children who are turned-off reading take only a few weeks to show that they feel in control of their work tasks, teachers who doubt the programme's claims need about eight weeks to recognise the surprisingly good responses of some of their pupils, administrators come round when the first children are discontinued and able to survive back in their classrooms. (p. 37)

Not many longitudinal studies are available on the cost savings of a Reading Recovery program; however, Dyer (1992) and Swartz (1992) found Reading Recovery to be cost-effective when compared to remedial reading programs, special education placement, and primary grade retention. In one earlier intervention program, the Perry Preschool Project, students were tracked from preschool to late adolescence. Comparisons with similar students from the same neighborhood proved that there were remarkable savings in the costs associated with drug and alcohol abuse, delinquency, and teen pregnancy because of the

students' participation in that early intervention program (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1982). Proponents of Reading Recovery are anticipating similar results (Swartz & Klein, 1994).

Reading Recovery intervention is not designed to replace classroom instruction, but rather serve as a supplement. According to DeFord (1991), support from classroom teachers is also an important link to the continued success of Reading Recovery students. Glynn, Crooks, Bethune, Ballard, and Smith (1989) also found that the continued effectiveness of an intervention program such as Reading Recovery is affected by direct classroom instructional practices. An intervention may accelerate the progress of a student, but if instruction by the classroom teacher is not responsive to the higher achievement of the Reading Recovery student, the benefits of the intervention may not be realized (Durkin, 1974-1975). In addition to effective classroom instruction, Yukish and Fraas (1988) maintained that children from highly supportive home situations progress through Reading Recovery at a significantly higher rate than those children who do not receive home support.

With early intervention, young students are reading and writing using strategies for life-long learning. When asked to describe the Reading Recovery program, Pinnell, et al. (1991) stated:

> The program isn't conventional remediation. It's intervention--catching a failing reader before he establishes counterproductive habits. It's also about acceleration in a very short period, moving these students along fast enough that they can keep up in class after a few weeks with us--and they do. Reading Recovery is more successful than any other program I've seen. (p. 51)

Results from Reading Recovery Program

The success of Reading Recovery has been noted. Adams (1990) and Slavin (1987) described Reading Recovery as a balanced approach that helps at-risk students learn phonological awareness and the use of contextual information to assist reading . Pinnell, DeFord, and Lyons (1988) in the first end-of-year study in Reading Recovery in the United States indicated that 73.5 % of the 136 randomly assigned Reading Recovery students were discontinued from the program because grade level reading achievement had been attained. Over 90 % of those discontinued students were performing at or above average on 4 measures of reading ability, and more than 70 % were performing at or above average on 3 other measures of assessment. In similar studies, Pinnell, DeFord, & Lyons (1988), the National Diffusion Network (1993), and Swartz, Shook, & Hoffman (1993) found that approximately 75-85 % of the lowest one fifth of children served by Reading Recovery achieved reading and writing scores in the average range of their class and received no additional supplemental reading instruction. The authors of Reading Recovery research conducted at Texas Woman's University from 1988-1992 (National Diffusion Network, 1992) concluded "on all measures, discontinued Reading Recovery children scored within the average band of their classrooms. These results support the principle that acceleration is possible for at-risk readers" (p. 5). Similar results have been reported from the Reading Recovery Project at Lesley College in1992-1993 (National Diffusion Network, 1994).

Results from follow-up studies of students who have been discontinued from Reading Recovery document that they had maintained their gains into second grade (Askew & Frasier, 1994; Heibert, 1994; National Diffusion Network, 1994; Swartz & Klein, 1994; National Diffusion Network, 1992). When Reading

Recovery scores of second grade students were considered within an average band of the random sample students using one standard deviation. Reading Recovery students scored within the average of their peers (Askew & Frasier, 1994). Askew and Frasier (1994) found that Reading Recovery students demonstrated more reading work, that is, self-corrections, repetitions, and multiple attempts. This did not interfere with the fluency of their reading and processing was done quickly. Pinnell (1989) and Smith-Burke, Jaggar, & Ashdown (1993) when measuring students' progress for 3 years after discontinuation, reported that progress in reading and writing made by children in Reading Recovery was sustained.

Swartz and Klein (1994) stated:

> Reading Recovery is effective with diverse populations. Data collected on program success from different geographical regions (throughout the United States, Australia, Canada, the United Kingdom, and New Zealand) and from various groups of children (those with ethnic, language, or economic differences) are comparable. Preliminary data from the more recently developed Descubriendo La Lectura/Reading Recovery in Spanish are also similar to children receiving the English program. (p.5)

While results from studies support gains made by Reading Recovery students, Shanahan and Barr (1995) maintained that the empirical studies of Clay (1982, 1988) in New Zealand were limited in both number and in duration. In the first study, Clay (1982) indicated a text reading level of 5.5 for the control group, a 6.13 text reading level for the discontinued Reading Recovery group, and a 8.21 text reading level for the not discontinued Reading Recovery group. Robinson (1989) noted and Shanahan and Barr (1995) stated:

> The greater rate of progress for the group not discontinued is surprising and may be more a reflection of the nature of the scale (departing from equal intervals, with smaller gradation in the levels at the lower end of the scale); or, discrepancies in the readability estimates and real difficulty as estimated by students' actual reading performances. (p. 979)

Glynn et al. (1989), under the direction of the New Zealand Department of Education, compared students who had the same low achievement reading ability. One group received Reading Recovery services while the comparison group did not. The results after Reading Recovery intervention indicated the Reading Recovery group gained 2.1 reading text levels, while the comparison group showed a loss of .7 of a reading text level. However, when the same groups of students were tested at the beginning of the next school term, the Reading Recovery group who had made previous gains, showed a loss of .8 of a reading text level. The comparison group who had previously shown a loss of reading text level gained .6 of a reading text level. Shanahan and Barr (1995) concluded:

> The rate of progress was similar for the two groups. Particularly for the Reading Recovery instructed students, this evidence suggests that the progress following support may not continue at an average rate, or even at a rate of that obtained by other low achievers. (p. 979)

Summary

Remediation has been the traditional treatment for students with low reading achievement. However, remediation has not allowed students to steadily maintain their reading grade level. Intervention, especially early intervention, provides students the opportunity to experience success and gain reading achievement. In this parable describing the difference between remediation and intervention Slavin (1996) wrote:

> Once upon a time, there was a town whose playground was at the edge of a cliff. Every so often a child would fall off the cliff. Finally, the town council decided that something should be done about the serious injuries to children. After much discussion, however, the council was deadlocked. Some council members wanted to put a fence at the top of the cliff, but others wanted to put an ambulance at the bottom. (p. 4)

Reading Recovery puts the fence at the top of the cliff. Children with Reading Recovery intervention experience success in reading achievement. The ambulance is not needed.

Statement of the Research Problem

The purpose of the researcher was to investigate a Reading Recovery program.

Rationale and Importance of the Research

As an elementary school counselor, the researcher may have contact with students who are experiencing difficulty with reading, with teachers who may have questions about students with reading delays, and with parents who may express their concerns about their child's reading progress. At the time of the research, he participating school district was one of two in the state of Kansas which had adopted the Reading Recovery program. The program was in its first year of implementation in the participating school district. The local school board, patrons, administrators, teachers, parents, and other school districts who are interested in effective ways in which achievement in reading can be improved, who may also be interested in the future use of Chapter 1 funds, and who are interested in implementing a Reading Recovery program could find this study beneficial.

The results of the present study provided information pertaining to the following questions:

1. Is there an association between participation status in Reading Recovery and achievement in reading?

2. For those who participate in Reading Recovery, is there an association between gender and achievement in reading?

3. For those who participate in Reading Recovery, is there an association between ethnicity and achievement in reading?

4. For those who participate in Reading Recovery, is there an association between the rate of achievement in reading and the number of lessons?

Composite Null Hypotheses

Each hypothesis was tested at the .05 level of significance.

1. The difference between adjusted posttest means of the Reading Recovery Diagnostic Survey scores for first grade students (pretest scores from Reading Recovery Diagnostic Survey were employed as covariant measures) according to participation status will not be statistically significant.

2. The difference between adjusted posttest means of the Reading Recovery Diagnostic Survey scores for first grade students who participated in a Reading Recovery program (pretest scores from Reading Recovery Diagnostic Survey were employed as covariant measures) according to gender will not be statistically significant.

3. The differences among adjusted posttest means of the Reading Recovery Diagnostic Survey scores for first grade students who participated in a Reading Recovery Program (pretest scores from Reading Recovery Diagnostic Survey were employed as covariant measures) according to ethnicity will not be statistically significant.

4. The differences among adjusted posttest means of the Reading Recovery Diagnostic Survey scores for first grade students who participated in a Reading Recovery Program (pretest scores from Reading Recovery Diagnostic Survey were employed as covariant measures) according to number of lessons will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: participation status, gender, ethnicity, and the number of lessons. These variables were researched for the following reasons:

1. lack of research pertaining to them, and
2. the research results found were inconclusive.

Definitions of Variables

Independent variables

Information for the independent variables was obtained from the Reading Recovery leader teacher. The following independent variables were investigated:

1. participation status- two levels,
   level one, participating, and
   level two, not participating;
2. gender- two levels,
   level one, male, and
   level two, female;
3. ethnicity- three levels,
   level one, Caucasian,
   level two, Hispanic, and
   level three, other (African-American, Vietnamese);
4. the number of lessons- three levels.

level one, 60 or more lessons,

level two, 31 to 59 lessons, and

level three, 30 or fewer lessons.

Dependent variables

Posttest scores from the following scales of the Reading Recovery Diagnostic Survey were employed as dependent variables:

1. Writing Vocabulary- (speeded test), and
2. Dictation- (possible scores 0-37).

Covariate measures

Pretest scores from the following scales of the Reading Recovery Diagnostic Survey were employed as dependent variables:

1. Writing Vocabulary- (speeded test), and
2. Dictation- (possible scores 0-37).

Limitations

The following conditions may have affected the results of the present study:

1. the sample was not random,
2. all subjects came from one school district,
3. all subjects came from the same geographic area,
4. sample size, and
5. the program studied was in its first year of implementation, also six of the seven teachers had no prior Reading Recovery experience.

Methodology

Setting

This study was conducted in Great Bend, Kansas, a city with an approximate population of 16,000. The primary sources of income in this community are agriculture, agriculture related fields, and light manufacturing (A.

Silverstein, personal communication, July 10, 1996). The school district, with an enrollment of 3,300 students, has 7 elementary schools, 1 middle school, and 1 high school. Three private elementary schools serve an additional 340 students (S. Reiser, personal communication, July 10, 1996). Four public elementary schools participated in this study. One of the schools qualifies as a total Title 1 site because 75% of its students receive free or reduced lunches (S. Wolf, personal communication, July 12, 1996). Seven Reading Recovery teachers, including the leader teacher, provided tutorial instruction.

Subjects

During the first 3 weeks of the school term, 143 first grade students were administered the Reading Recovery Diagnostic Survey (Appendix E). Simultaneously, the kindergarten teachers of the subjects ranked their former students from highest achieving to lowest. After the testing was completed, the bottom 20% were selected to begin the Reading Recovery program. As those students completed the program, other students from the bottom 50% were served. Those students added to the Reading Recovery program later were not used in the present study. Only students who were tested at the beginning of the school term and had complete posttest scores were included. The Reading Recovery treatment group included 31 students. The group contained 18 male subjects and 13 female subjects. Nineteen were Caucasian, 6 were Hispanic, and 6 were from other ethnicities (Vietnamese and African-American). The control group of 39 students was selected from the top 50% of the original 143 students surveyed. Of the control group, 13 subjects were male and 26 were female. Thirty-one subjects were Caucasian, 8 were Hispanic, and none were from other ethnicities.

Instrument

The instrument used was the Reading Recovery Diagnostic Survey which was developed by Dr. Marie Clay of the New Zealand Department of Education (Clay, 1993, adapted with permission by Ohio State University, 1993). Two of the 6 tests from this instrument were utilized: Writing Vocabulary, and Dictation. These 2 tests were included because they were the tests administered to both the treatment and control groups. The text reading level of both groups was also determined. Writing Vocabulary measures the number of written words mastered by a student. The subject is asked to write as many words as possible in a 10 minute time limit, beginning the student's name. Words correctly spelled are acceptable answers. An average beginning first grade student can write 10 words (Lyons, Pinnell, & DeFord, 1993). In the Dictation test, a student is asked to write a teacher dictated sentence. This task does not rate spelling ability, but rather tests the extent to which the child can hear sounds in words and represent them with appropriate letters (Lyons, Pinnell, & DeFord, 1993). The text reading level of the students in the Reading Recovery program is determined by subjects reading texts representing a gradient of difficulty. Levels represent basal reading systems that are not part of the standard classroom or Reading Recovery instruction. This is an oral reading task which requires 90% or better accuracy (Lyons, Pinnell, & DeFord, 1993). There are 19 text reading levels, however, the levels are not sequentially numbered. The lowest text reading level is A, then B, followed by levels 1 through 10. The remaining levels are the even numbers from 12 through 24. Because the gradients of difficulty are not at even intervals, and varying conditions existed for this test, the text reading levels were not included in this study.

Implementation

The students in the treatment group received daily 30 minute tutorial instruction. The number of lessons varied from 17 to 133 depending upon student progress. The lessons were given in separate rooms with only the student and teacher present. One room contained a one-way mirror to allow others to observe a Reading Recovery lesson.

The daily lesson is structured , but allows for teacher judgement to be used. The lesson contains 4 parts: reading familiar materials, reading yesterday's new book, writing, and new book introduction and first reading (Appendix F). In the first part of the lesson, the student reads books aloud that were enjoyed in previous lessons. The books are easily and fluently read by the student which allows for teacher reinforcements of strategies being used. During the second part of the lesson, reading yesterday's new book, the teacher monitors student skills by taking a running record. The running record includes marking known words and attempts. The teacher uses the running records to decide on teaching points to be emphasized. The writing portion of the lesson is a joint process. The student and teacher explore written language which allows the student to construct a message. The teacher notes stategies used and plans lessons to include student weaknesses. The final portion of the lesson, introduction and reading of a new book, is teacher controlled. The book is selected by the teacher to be slightly more difficult and should incorporate new skills. Prediction and comprehension are included in the final part of the Reading Recovery lesson. The Reading Recovery teacher keeps detailed records of each daily lesson. The running records and writing samples are used to diagnose the student's strengths and weaknesses (Appendix G).

Design and Data Collection Procedure

A pretest and posttest control group design was employed. The following independent variables were investigated: participation status, gender, ethnicity, and

number of lessons. The subscales of the Reading Recovery Diagnostic Survey included were Writing Vocabulary and Dictation. Four composite null hypotheses were tested employing single-factor analysis of covariance. Each hypothesis was tested at the .05 level of significance.

The data in this study were collected by the seven Reading Recovery instructors. The project began at the new school term and ended at the close of the year. The data were then compiled by the instructors and collated by Rita Adams, the Reading Recovery leader teacher for USD 428, Great Bend, Kansas. Adams and the researcher reviewed all of the data. The pertinent data were used in this study.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,
2. single-factor analysis of covariance, and
3. least mean square tests for means.

Results

The purpose of the researcher was to investigate a Reading Recovery program. The independent variables were: participation status, gender, ethnicity, and number of sessions. The dependent variables were: Writing Vocabulary and Dictation. A total of 70 first grade students were studied. The treatment group consisted of 31 students. Of that group, 18 were male and 13 were female. Nineteen were Caucasian, 6 were Hispanic, and 6 were from other ethnicities (Vietnamese and Afro-American). The control group consisted of 39 students, 13 of which were male and 26 were female. Thirty-one students in the control group were Caucasian and 8 were Hispanic. Four composite null hypotheses were tested employing single-factor analysis of covariance. Each hypothesis was tested at the

.05 level of significance. The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the difference between adjusted posttest means of the Reading Recovery Diagnostic Survey scores for first grade students (pretest scores from Reading Recovery Diagnostic Survey were employed as covariant measures) according to participation status would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following were cited in Table 1: variable, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, adjusted posttest means, F values and p levels.

Table 1: A Comparison of Adjusted Posttest Means of the Reading Recovery Diagnostic Survey Scores for First Grade Students (with Pretest Reading Recovery Diagnostic Survey Scores as Covariant Measures) According to Participation Status Employing a Single-Factor Analysis of Covariance.

variable	n	Pretest*	Posttest	Adjusted Posttest		
		SDs	SDs	M	F values	p levels
			Writing Vocabulary**			
Participation Status						
Participating	31	4.3/3.94	43.1/9.29	43.1[a]		
					4.03	.0408
Non participating	39	13.9/12.96	40.7/13.36	39.1[a]		
			Homogeneity of Regression			
					2.46	.1217
			Dictation			
Participation Status						
Participating	31	5.1/7.19	33.6/6.23	34.1		
					0.14	.7094
Non participating	39	15.7/10.28	34.9/1.20	34.6		
			Homogeneity of Regression			
					1.08	.3029

* Larger values represent greater achievement in reading.

** The possible scores are the following: Writing Vocabulary (spoiled test, number of words written in 10 minutes); Dictation, (0-37).

[a] The difference is statistically significant at the .05 level according to least square mean test.

One of the 2 p values was statistically significant at the .05 level, therefore, the null hypothesis for this comparison was rejected. The statistically significant comparison was for the independent variable participation status and the dependent variable Writing Vocabulary. The results cited in Table 1 indicated those who participated in the Reading Recovery program had a statistically larger mean Writing Vocabulary score than those who did not participate. The mathematical assumption of homogeneity of regression was met for both comparisons.

It was hypothesized in composite null hypothesis number 2 that the difference between adjusted posttest means of the Reading Recovery Diagnostic Survey scores for first grade students (pretest scores from Reading Recovery Diagnostic Survey were employed as covariant measures) according to gender would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following were cited in Table 2: variable, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, adjusted posttest means, F values and p levels.

Table 2: A Comparison of Adjusted Posttest Means of the Reading Recovery Diagnostic Survey Scores for First Grade Students (with Pretest Reading Recovery Diagnostic Survey Scores as Covariant Measures) According to Gender Employing a Single-Factor Analysis of Covariance.

variable	n	Pretest*	Posttest	Adjusted Posttest		
		Ms's	Ms's	M	F values	p levels
			Writing Vocabulary**			
Gender						
Male	18	2 6/1 46	40 9/9 94	42 8		
					0 05	8312
Female	11	6 7/5 04	46 2/7 64	43 5		
			Homogeneity of Regression			
					4 17	0000
			Dictation			
Gender						
Male	18	1 1/1 24	11 5/7 07	11 9		
					0 06	8119
Female	11	7 6/10 14	11 8/5 12	11 3		
			Homogeneity of Regression			
					0 26	6121

* Larger values represent greater achievement in reading.

** The possible scores are the following: Writing Vocabulary (upended test: number of words written in 10 minutes); Dictation (0-37)

Neither of the 2 p values was statistically significant at the .05 level, therefore, the null hypotheses for these comparisons were retained. The results cited in Table 2 indicated no associations between the independent variable and the dependent variables. The Reading Recovery program appeared to be equally effective for male and female first grade students. The mathematical assumption of homogeneity of regression was met for the dependent variable Dictation but not for Writing Vocabulary.

It was hypothesized in composite null hypothesis number 3 that the difference between adjusted posttest means of the Reading Recovery Diagnostic Survey scores for first grade students (pretest scores from Reading Recovery Diagnostic Survey were employed as covariant measures) according to ethnicity would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following were cited in Table 3: variable, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, adjusted posttest means, F values and p levels.

Table 3. A Comparison of Adjusted Posttest Means of the Reading Recovery Diagnostic Survey Scores for First Grade Students (with Pretest Reading Recovery Diagnostic Survey Scores as Covariant Measures) According to Ethnicity Employing a Single-Factor Analysis of Covariance.

variable	n	Pretest* M's	Posttest M's	Adjusted Posttest M	F values	p levels
			Writing Vocabulary**			
Ethnicity						
Caucasian	19	4.1/3.13	42.7/11.15	43.0		
Hispanic	6	8.0/2.00	49.3/6.83	45.7	0.52	.6027
Other	6	5.3/7.26	42.0/4.56	40.6		
			Homogeneity of Regression			
					6.05	.0072
			Dictation			
Ethnicity						
Caucasian	19	2.7/5.22	32.6/7.71	32.6		
Hispanic	6	7.5/5.79	35.8/1.33	35.6	0.51	.6063
Other	6	10.3/10.84	35.3/1.37	34.7		
			Homogeneity of Regression			
					0.23	.7934

* Larger values represent greater achievement in reading.
** The possible scores are the following: Writing Vocabulary (upended test, number of words written in 10 minutes); Dictation (0-37)

Neither of the 2 p values was statistically significant at the .05 level, therefore, the null hypotheses for these comparisons were retained. Results cited in Table 3 indicated no association between the independent variable and the dependent variables. The Reading Recovery program appeared to be equally effective for the ethnic groups of first grade students. The mathematical assumption of homogeneity of regression was met for the dependent variable Dictation but not for Writing Vocabulary.

It was hypothesized in composite null hypothesis number 4 that the difference between adjusted posttest means of the Reading Recovery Diagnostic Survey scores for first grade students (pretest scores from Reading Recovery Diagnostic Survey were employed as covariant measures) according to number of sessions would not be statistically significant. Information pertaining to composite null hypothesis number 4 was presented in Table 4. The following were cited in Table 4: vzriable, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, adjusted posttest means, F values and p levels.

Table 4: A Comparison of Adjusted Posttest Means of the Reading Recovery Diagnostic Survey Scores for First Grade Students (with Pretest Reading Recovery Diagnostic Survey Scores as Covariant Measures) According to Number of Sessions Employing a Single-Factor Analysis of Covariance.

variable	n	Pretest*	Posttest	Adjusted Posttest		
		M/s	M/s	M	F values	p levels
			Writing Vocabulary**			
Number of Sessions						
1***	13	2.8/1.88	40.8/6.03	42.8		
2	15	4.9/3.03	45.7/11.60	44.9	1.61	.2192
3	3	8.0/10.44	40.3/6.11	35.6		
			Homogeneity of Regression			
					2.50	.1022
			Dictation			
Number of Sessions						
1	13	4.1/3.17	37.8/1.74	35.0		
2	15	4.8/6.84	32.4/9.81	32.5	0.55	.5811
3	3	11.3/17.93	34.7/0.58	33.5		
			Homogeneity of Regression			

* Larger values represent greater achievement in reading.

** The possible scores are the following: Writing Vocabulary (upended test, number of words written in 10 minutes), Dictation (0-37)

*** 1= 61 or more, 2= 31 to 60, 3= 30 or fewer

Neither of the 2 p values was statistically significant at the .05 level, therefore, the null hypotheses for these comparisons were retained. Results cited in Table 4 indicated no association between the independent variable and the dependent variables. The Reading Recovery program appeared to be equally effective for first grade students regardless of the varying number of sessions received. The mathematical assumption of homogeneity of regression was met for both comparisons.

Discussion

Summary

The purpose of the researcher was to investigate a Reading Recovery program. The independent variables were: participation status, gender, ethnicity, and number of sessions. The dependent variables were Writing Vocabulary and Dictation. A total of 70 first grade students were studied. The treatment group consisted of 31 students. Of that group, 18 were male and 13 were female. Nineteen were Caucasian, 6 were Hispanic, and 6 were from other ethnicities (Vietnamese and Afro-American). The control group consisted of 39 students, 13 of which were male and 26 were female. Thirty-one students in the control group were Caucasian and 8 were Hispanic. Four composite null hypotheses were tested employing single-factor analysis of covariance. Each hypothesis was tested at the .05 level of significance.

A total of 8 comparisons were made employing a single-factor analysis of covariance. Of the 8 comparisons, 1 was statistically significant at the .05 level. The statistically significant comparison was for the independent variable participation status and the dependent variable Writing Vocabulary. Results of the present study indicated first grade students who participated in the Reading Recovery program had a statistically higher mean Writing Vocabulary score than those who did not participate. The Reading Recovery program appeared to be effective for Writing Vocabulary. The mathematical assumption of homogeneity of regression was met for 6 of the 8 comparisons. The assumption was not met for the comparisons gender and Writing Vocabulary and ethnicity and Writing Vocabulary.

The Related Literature and Results of the Present Study

The results of the present study generally support the results of previous investigations (Geekie, 1988, Glynn et al., 1989, Pinnell et al., 1988, Pinnell et al., 1994, Pflaum, 1989, Pollack, 1989, Rowe, 1989, & Wheeler, 1986). Reading Recovery was equally effective for males and females. Ethnicity and number of sessions were not significant in the effectiveness of a Reading Recovery program. Center et al. (1995) reported that Reading Recovery groups performed as well as the average-achieving comparison group.

The present study found that first grade students who participated in a Reading Recovery program did have higher scores in Writing Vocabulary than those who did not participate. Similar results were reported in studies by Clay (1991) and Goswami and Bryant (1990). The present study also found that Dictation scores for students who participated in Reading Recovery and for those who did not participate were not significantly different. A study by Pinnell et al., (1994) found a small effect on the Dictation score which disappeared at the beginning of second grade.

The Researcher's Opinion Pertaining to Results of Present Study

At the time of the present study, the Reading Recovery program was in its first year at the research site. The leader teacher was training the Reading Recovery teachers; and, simultaneously, those teachers were providing Reading Recovery instruction to students. The treatment groups and the control group did equally well in this study. It is the opinion of the researcher that another treatment group could exceed a control group in subsequent studies with the same site and

the same teachers after the Reading Recovery program has been in practice.

The Writing Vocabulary scores in the present study indicated that students who participated in Reading Recovery had higher achievement than those who did not participate in the program. The present study also indicated that those who participated in Reading Recovery had equal achievement in Dictation than those who did not participate. It is the opinion of the researcher that the conditions of the test may have skewed the results. The Dictation test is teacher directed and requires students to attend to a specific task. The Writing Vocabulary test, after simple instructions are given by the teacher, allows students to produce at their own rate and at their own direction. The students write any words they choose, and any they can spell. This type of test may be perceived to be easier by some students. In the opinion of the researcher, students from this Reading Recovery study should be evaluated annually throughout their elementary school years to assess their achievement in reading.

Generalizations

The results of the present study appeared to support the following generalizations:

1. first grade students who participate in Reading Recovery have higher achievement in Writing Vocabulary than those who do not participate.
2. first grade students who participate and those who do not participate in Reading Recovery have equal achievement in Dictation.
3. males and females who participate in Reading Recovery do equally well.

4. first grade students with different ethnicities who participate in Reading Recovery do equally well, and

5. first grade students who participate in Reading Recovery for varying numbers of sessions do equally well.

Recommendations

The results of the present study appeared to support the following recommendations:

1. the study should be replicated with a larger random sample,

2. the study should be replicated with a control group from the same population as the treatment group,

3. the study should be replicated in other geographic locations,

4. the study should be replicated employing delayed posttest, and

5. the study should be replicated examining the Dictation component in more detail.

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Appendix A

Letter of Request to Participating School District

August 29, 1995

Mr. Steven Wolf
Director of Title I Services, USD 428
210 Patton Rd.
Great Bend, KS 67530

Dear Mr. Wolf,

I am writing to request your permission to use the Reading Recovery program being implemented in USD 428 as the topic of my thesis to complete the requirements of a Master of Science. I know that the program is in the formative stages and will offer many benefits to those students receiving Reading Recovery services.

It is my intention to use the data being collected throughout this school year. I intend to measure progress according to those participating in the program, the gender of those participating, the ethnicity, and the number of lessons provided to the participants. I would be happy to share the results with you at the completion of this study.

If you have any questions, please contact me. Thank you in advance for your cooperation.

Sincerely,

Judy A. Johnson

Judy A. Johnson

Appendix B

Letter Granting Research Request

GREAT BEND 428

September 6, 1995

Mrs. Judy Johnson
Riley School
1515 10th Street
Great Bend, KS 67530

Dear Judy,

I received your letter requesting the study of the Reading Recovery program as the topic of your thesis research. Our district would be pleased to grant your request.

We believe strongly in this program, and are anticipating positive results for the children who are participants in the Reading Recovery program. If you need any information from this office, please feel free to ask.

Sincerely,

Steven Wolf

Steven Wolf

201 Patton Road • Great Bend, Kansas 67530-4613 • (316) 793-1500 • FAX (316) 793-1585

An Equal Employment/Educational Opportunity Agency

Appendix C

Letter to Parents Requesting Student Participation in Reading Recovery

GREAT BEND 428

Riley Elementary School
1515 Tenth
Great Bend, Kansas 67530

Telephone: (316) 793-1506

Dear _____,

Your child, _____, has qualified to participate in the Reading Recovery Program. The Reading Recovery Program is part of the Title I Reading Program and is in addition to the regular classroom reading instruction. It is designed to provide early intervention for first graders who are likely to experience difficulty in learning to read. We are pleased to offer this excellent new program and believe that it will be an educationally rewarding experience for your child.

_____ will participate in a thirty minute Reading Recovery lesson daily. The Reading Recovery teacher will work one-to-one with your child during the class session and the lesson will focus on specific techniques that good readers use in learning to read.

We are excited about assisting first graders at an early stage in their reading development. If you have questions about the Reading Recovery Program or your child's schedule, please feel free to visit with us.

Sincerely,

Classroom Teacher

Reading Recovery Teacher

Principal

201 Patton Road • Great Bend, Kansas 67530-4613 • (316) 793-1500 • FAX (316) 793-1585
An Equal Employment/Educational Opportunity Agency

Appendix D

Teacher Training Overview

Reading Recovery

Teacher Training

USD 428

Great Bend, Kansas

How Does Reading Recovery Work?

First graders suspected of having reading problems are given a series of observation tasks. The Teacher evaluates the student's skill in:

- letter recognition
- work identification
- concepts of print
- general book awareness
- fluency in writing words
- hearing sounds in words

Then the student's reading level is determined. Students who score in the lowest 20% of their class are placed in the program.

During the daily 30-minute individual session, the student is involved in whole-language learning tasks. Each lesson is built on what the child already knows and emphasizes the teaching of strategies to make the child a successful reader. The element of the lessons are prescribed, although the content differs for each child.

- **Reading familiar books**
- **Working with letters and/or words**
- **Writing a story/sentence**
- **Reading a new book**

Each student's lessons are individually designed to produce independent readers whose reading improves whenever they read. When students develop this self-extending system and are reading and writing at the average level of their class, they have successfully completed the program, and service is discontinued.

Reading Recovery Teachers

- **Work with 4 students daily, INDIVIDUALLY, for 30 minutes**

- **3 hours instruction / planning**

- **Recommended model:**

  Two 1st grade teachers

  Teacher #1: **A.M. - Reading Recovery**
  P.M. - First Grade

  Teacher #2: **A.M. - First Grade**
  P.M. - Reading Recovery

- **Other Options:**

  1/2 Title I - 1/2 Reading Recovery

  1/2 Reading Specialist - 1/2 Reading Recovery

  1/2 Kindergarten - 1/2 Reading Recovery

Teacher Training is a Critical Element

In Reading Recovery, a strong emphasis is placed on teacher training and on-going support. Teachers new to the program attend in-service in the summer, followed by a year-long training class which meets one evening a week. As teachers receive training, they simultaneously implement the program with children. Trained teachers meet for continuing contact sessions throughout the year.

Through clinical and peer-critiquing experiences guided by a skilled teacher leader, teachers learn to use observation techniques and teaching strategies during the Reading Recovery lessons. Extensive use is made of a one-way glass observation area. The training helps teachers become sensitive observers of children's reading and writing behavior, and helps to develop skills in making moment-to-moment decisions that foster children's accelerated progress.

The teaching process is observed and monitored by a teacher leader who has been trained as a Reading Recovery teacher and has had an additional year of postgraduate-level training at The Ohio State University in reading theory and practical application.

A teacher leader will also work with students, conduct in-service, tach the training class, and facilitate the continuation of the program.

Reading Recovery Teacher Training

Reading Recovery teachers in Training will need to fulfill the following responsibilities during the first training year:

- Attend the week-long Observation Training Workshop in August.
- Attend all sessions of the Reading Recovery Training class which will meet once a week for three hours. Participants will be enrolled for college credit through Fort Hays State University.
- Work with four Reading Recovery students daily during the school year.
- Follow Title I guidelines (if applicable).
- Complete all Reading Recovery records.
- Teach a student behind the one-way glass three times during the training year.
- Complete all class assignments.
- Collect and turn-in all required testing information.
- Attend the Reading Recovery Conference in 1997.

Reading Recovery Program
Implementation Costs

The following information is provided to inform a school district of the costs to implement Reading Recovery utilizing the services of the services of the Reading Recovery Teacher Leader and training facilities of Great Bend, Unified School District 428.

1. Payable to Unified School District 428, Great Bend **$5,800.00**

Supplies/Materials for one Reading Recovery Teacher - $2800.00
This includes a set of leveled "Little Books" and basic instructional supplies and materials for one Reading Recovery teacher.

Fee for Reading Recovery Teacher Training - $3000.00
This one-time fee includes your one and two of the Reading Recovery Teacher Leader.

First year services include:
- the summer Observation/Survey Training
- course work
- eight to ten (8-10) site visits by Teacher Leader including mileage

Second year services include:
- two to four (2-4) site visits by Teacher Leader including mileage

2. Payable to Fort Hays State University **$ 534.00**

Tuition for six (6) Graduate Hours @ $89.00 per hour
First and second semester classes are held at the Reading Recovery Training Facility in Great Bend.

3. Other expected expenses

Round-trip mileage and related expenses for the teacher in training to attend week-long summer Observation/Survey Training in Great Bend (first year only)

Round-trip mileage related trip expenses for the teacher in training to attend thirty (30) class training sessions held at the Reading Recovery Training Facility in Great Bend (first year only)

Trip expenses for the Reading Recovery teacher trainee to attend the Reading Recovery Conference (Ohio State University, Columbus, Ohio): Registration, transportation, lodging, meals

Classroom supplies/materials:
Other than leveled books, supplies and equipment that may be needed to establish a Reading Recovery classroom; e.g., magnetic board, furniture, file folders, file cabinet.....

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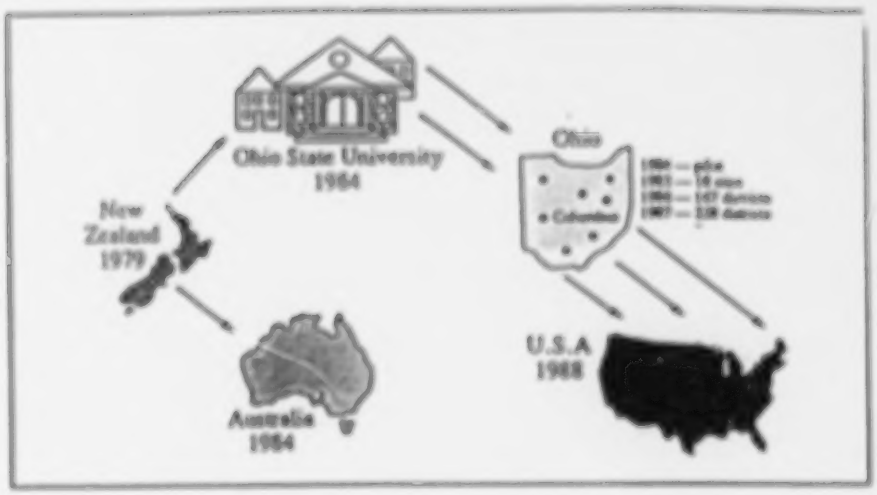
Introduction: What is Reading Recovery?



The early years are crucial in the process of becoming literate. Although most children made the "breakthrough" to literacy during their first years of school, many find it difficult to learn to read and write.

It is risky to wait and see whether such children will "grow into reading" or "catch on" later in school. When a child cannot read, the problem soon goes beyond reading. Children who experience reading difficulties quickly fall behind in school, meet failure repeatedly, and require continuous and expensive extra help for many years. Often, they never learn to read well.

Current efforts to help such children require an enormous, long-term investment of resources. Unfortunately, the evidence shows that this remediation often fails to help many children with difficulties. The problem is not simply one of immaturity, to be solved by holding children back to give them time to grow. Nor is it a matter of raising standards so that children are not promoted until they are "motivated" or master certain skills. Children who have early difficulty with reading need extra time and special help, and they need it in the initial stages of learning. We must find ways to teach the skills children need so that they can make timely progress and can function productively in school.

Fortunately, research has provided the basis for promising approaches which can now be applied in a variety of school settings. This monograph reports the implementation and evaluation of Reading Recovery, which is an early intervention effort to reach those first-grade children who are having the most difficulty learning to read and to help them catch up before they fall into a pattern of school failure.

The Reading Recovery Program

Literacy at age six or seven serves children throughout school and frees them to continue to acquire knowledge and understanding all their lives. It is crucial, therefore, to ensure that all children have access to literacy in the early years of their education. That was the goal of the Ohio Department of Education, The Ohio State University, and the Columbus Public Schools when they decided to try a new program of early intervention for children who were at risk of reading failure in their first year of school.

Originally developed by New Zealand child psychologist and educator Marie M. Clay, Reading Recovery has been successfully adapted and tested for four years in Ohio. It has won support from teachers, principals, school boards, the state education agency, and the state legislature. Studies of the research and development phase demonstrate the program's effectiveness across economic and ethnic groups. Now, Reading Recovery is a state-wide program in Ohio, existing in 228 school districts. Separate school district projects have begun in Arizona; Illinois; South Carolina; Texas; Ontario, Canada; and Victoria, Australia. Reading Recovery has been a nationwide program in New Zealand since 1979.

Reading Recovery is based on the premise that early, high-quality help has the greatest potential for lasting impact and for reducing the need for continued compensatory help.

The program is an intensive one-to-one intervention program for the poorest readers (lowest 20 percent) in first-grade classrooms, as identified by teacher judgment and a Diagnostic Survey. The primary goals of Reading Recovery are to reduce reading failure through early intervention and to help children become independent readers. The program accomplishes this by:

1) bringing children who are "at-risk" of reading failure up to the average of their class within a short period of them, so that they can profit from ongoing classroom instruction, and
2) helping these children develop a self-improving system for continued growth in reading, so that additional help is not necessary.

Reading Recovery supplements but does not substitute for conventional classroom teaching. During daily, 30-minute lessons, teachers who are specially trained in Reading Recovery techniques individually tutor these faltering readers to help them develop the kinds of strategies that good readers use. The power of Reading Recovery is in the framework of the lesson itself and in the development of teacher knowledge and problem-solving ability. The approach combines the use of related reading and writing experiences, close interaction between teacher and child within the lesson, and careful selection of materials for reading. In this instructional program, the teacher follows and guides the child individually in his or her use of reading and writing strategies. The teacher closely assesses and monitors progress and make appropriate decisions to accelerate the child's progress.

Research to date indicates that Reading Recovery has potential for substantially reducing the number of children with reading difficulties. As a result of accelerated progress, children typically leave the program within 12 to 16 weeks and are able to perform at satisfactory levels in reading without continued extra help. The sustained success that Reading Recovery achieves with the poorest performers in first-grade classes runs counter to the experience in most remedial education programs.

Unique Features of Reading Recovery

A number of specific aspects characterize Reading Recovery and distinguish it from other programs designed to help children who have reading problems. Some of these unique features are listed below.

1. Early Intervention

Reading Recovery is an early intervention program rather than a remediation program. The idea is to provide intensive and focused intervention while the child is in the process of learning the early strategies of reading. The intervention takes place before the emotional impact and confusion of failure occurs. The program attempts to get children on the right track in reading, thus preventing further difficulty.

2. Short-Term Extra Help
The program provides temporary help that enables children to develop the self-generating system they need to continue learning independently. Like most remedial programs, Reading Recovery means taking the child out of the classroom for 30 minutes each day; however, this "pull-out" period lasts a relatively short time and yields a tremendous payoff by boosting the reading skills of a high percentage of at-risk readers up to the classroom average.

3. Building on Strengths
Reading Recovery supports the development of reading strategies by helping children use what they already know. Some remedial "deficiency" models focus on drilling children on the very items that confuse them. In contrast, the Reading Recovery teacher assesses each child's strengths in great detail and builds on those strengths in daily, individual lessons. Children gain confidence because they realize that what they already know and can do has value in the reading-writing process. More importantly, they learn specific strategies for applying their own knowledge.

4. Independence
In Reading Recovery, children learn how to be independent because they are taught how to solve problems using specific strategies such as self-monitoring, cross-checking, predicting, and confirming. They are encouraged to use multiple sources of information while reading and writing; they learn to "orchestrate" strategies while attending to the meaning of the text. The program emphasizes learning "how to" rather than memorizing any specific list of words.

5. Flexibility and Responsiveness
Unlike other programs, Reading Recovery does not depend on particular materials. It is not based on the use of any one set of reading texts or one teaching method. Instead, it depends on teachers developing a systematic knowledge of the reading-writing process and helping children to acquire the strategies they need to construct meaning from texts.

One teachers are trained to work with children in Reading Recovery, they can effectively select and use a wide range of books and can help children use their own writing to assist in reading. They can perform and record their own assessments. No prescribed, step-by-step kits or sets of consumable materials are necessary.

6. Action-Oriented
The program is based on the premise that children are active learners. As they interact with others and with texts, they bring their own meaning to the books they read. The instructional setting provides the opportunity for children to think and solve problems while reading. the teacher provides choices and support, but the child must do the work and solve the problems.

7. Enabled Participation
Reading Recovery is not specifically tailored to match the classroom program. However, the teacher is constantly aware of the level the child must reach to be released from Reading Recovery. The program goal is not a set criterion or "gain." The aim is to help each child reach the average range of the particular instructional setting (class or school, whichever makes sense programmatically) in which he or she is operating.

Children who enter this program at some time during their first-grade experience generally have already fallen far behind. They may have difficulty making sense of much that goes on in classroom instruction. When a child has moved ahead in the Reading Recovery program to the point where he or she can read texts equivalent to the average group in the classroom, then the child can begin to profit substantially from the on-going instruction and can continue to improve in reading without extra help.

8. Accelerated Progress
Reading Recovery children are expected to make accelerated progress so that they can catch up with their peers in the regular classroom setting. Intensive individual tutoring by specially trained teachers supports the children so that they grow better and better at using various strategies. The child does the accelerating, supported and guided by a knowledgeable teacher.

9. Reading-Writing Connections
Every Reading Recovery lesson has both reading and writing components; learning in each situation enhances learning in the other. Writing is used in lessons as a support to developing reading strategies. Writing allows children to attend to the details of print and to develop strategies for hearing sounds in words, for generating new words from known words, and for monitoring, searching, and cross-checking.

10. Individual Tailoring of Instruction
The lesson provides a framework of activity; within this framework, however, the program differs for each child. The difference takes place in the nature of the moment-to-moment interactions between teacher and child, in the particular texts selected and read, and in the writing work on a message the child has composed.

11. Teacher Expertise and Judgment
Children are identified for the program by their teachers rather than by specialists. These children are the lowest achievers in the first-grade age cohort, excluding none . Thus, Reading Recovery provides a good "first net" for children who are most likely to have reading problems. It enables good teachers to work with children in special ways. These teachers, who because of the nature and high intensity of the program work only half of the day in Reading Recovery, can and usually do teach other subjects during the rest of the day.

12. Focus on Meaning
In Reading Recovery, children read for meaning from the very beginning stages of their instructional program. From a list of over 500 very short and interesting story books, the teacher selects those that suit the child's interests, that have appealing language and stories, and that are at a relatively easy level for the child to read. Thus, at every level of text difficulty, children read fluently and for meaning and enjoyment.

13. Sound-Letter Relationships
Although the basic approach is to teach the child to read fluently for meaning and enjoyment, each lesson includes writing, through which children learn the relationship between the sounds contained in problems words and their relationship to specific letters and combinations of letters. Thus, the child is encouraged to use the sound-letter relationships as one of the basic strategies in solving problems that he or she encounters when reading. Unlike some other approaches, in Reading Recovery the child works from the sounds in words to the letters representing those sounds, rather than from letters to sounds.

14. Staff Development
Initial training for teachers takes one academic year, but Reading Recovery teachers and Teacher Leaders begin to work with children immediately. In the year-long staff development program, teachers learn to observe children's behavior carefully and systematically, to draw inferences from their observations, and to make decisions based on that information. From their wide repertoire of actions, they try to select the most powerful and the most supportive at the particular time. A key feature of the staff development program is the extensive use of a one-way glass through which teachers watch each other and analyze the child and teacher interacting in various situations.

15. System Intervention
Reading Recovery is more than a program for children and a staff development course. It is a carefully designed set of interlocking principles and actions that require the long-term commitment of an entire school system in order to ensure a quality program and sustained results.

Appendix E

Reading Recovery Diagnostic Survey

1 LETTER IDENTIFICATION SCORE SHEET

TEST SCORE /54
STANINE GROUP

Date _____

Name _____ School _____

Recorder _____ Classroom Teacher _____

	A	S	Word	I.R.		A	S	Word	I.R.
A					a				
F					f				
K					k				
P					p				
W					w				
Z					z				
B					b				
H					h				
O					o				
J					j				
U					u				
					a				
C					c				
Y					y				
L					l				
Q					q				
M					m				
D					d				
N					n				
S					s				
X					x				
I					i				
E					e				
G					g				
R					r				
V					v				
T					t				
					g				
				TOTALS					

Confusions

Letters Unknown

Correctness

Recording

A Alphabet name response checkmark

S Letter sound response checkmark

WORD Record the word the child gives

IR Incorrect response Record what the child says

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2 WORD TEST SCORE SHEET

SCORE /20
STANINE GROUP

Date _____

Name _____ School _____

Recorder _____ Classroom Teacher _____

Record Incorrect Responses ✓ (Checkmark) Correct Response • (Dot) No Response

(Use appropriate list of words.)

	LIST A (Entry)	LIST B (Discontinuing)	LIST C (End of Year)
Practice Words	can	in	see
	and	ran	big
	the	it	to
	pretty	said	was
	has	her	him
	down	find	for
	where	are	you
	after	they	this
	let	live	may
	here	away	in
	am	are	at
	there	no	with
	over	put	some
	little	look	make
	out	do	eat
	what	who	an
	them	then	each
	one	play	ran't
	like	again	now
	could	give	from
	yes	saw	have

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3 CONCEPTS ABOUT PRINT SCORE SHEET

SCORE /24
STANINE GROUP

Date: _____ Stones: _____ Sand: _____

Name: _____ School: _____

Recorder: _____ Classroom Teacher: _____

Use the script when administering this test.

Scoring: ✓ (Checkmark) correct response. • (Dot) incorrect response.

PAGE	SCORE	ITEM	COMMENT
Cover		1. Front of book	
2/3		2. Print contains message	
4/5		3. Where to start 4. Which way to go 5. Return sweep to left 6. Word by word matching	
6		7. First and last concept	
7		8. Bottom of picture	
8/9		9. Begin 'The' (Sand) or 'I' (Stones) bottom line, top OR turn book	
10/11		10. Line order altered	
12/13		11. Left page before right 12. One change in word order 13. One change in letter order	
14/15		14. One change in letter order 15. Meaning of ?	
16/17		16. Meaning of period/full stop 17. Meaning of comma 18. Meaning of quotation marks 19. Locate M m H h (Sand) OR Tt Bb (Stones)	
18/19		20. Reversible words was, no	
20		21. One letter: two letters 22. One word: two words 23. First and last letter of word 24. Capital letter	

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Prompts for
4 WRITING VOCABULARY

Beginning Time: _____ Ending Time: _____

WRITING PROMPTS: I, is, a, to, the, we, me, at, on, in, go (going), my, cat (cats), sit, can, it, love, mom, dad, and, yes, no, dog, good, you, ball, he, she, play, car, for, come, like, see, here, up, look, this.

Color words - red, number words - ten, names of family members or friends, animal words - pig, cow, prompts from the Word Test, Basal word prompts.

Note: Do not require the child to read the words s/he has written.
COMMENTS:

Directions for
5 HEARING SOUNDS IN WORDS (DICTATION)

"I am going to read you a story. When I have read it through once I will read it again very slowly so that you can write the words of the story." – Read through the sentences at normal speed. "Some of the words are hard. Say them slowly and think how you can write them."

BEGINNING OF THE YEAP TESTING, FORM D

1. The bus is coming. It will stop here to let me get on.

ENTERING OR DISCONTINUING, FORM A

2. I have a big dog at home. Today I am going to take him to school.

DISCONTINUING, FORM C (Use this form only when Form A was used to enter the child)

3. I can see the red boat that we are going to have a ride in.

END OF THE YEAR TESTING, FORM E

4. The boy is riding his bike. He can go very fast on it.

If the child has difficulty say, "You say it slowly. How would you start to write it? What can you hear? What else can you hear?" If the child cannot complete the word, say "We'll leave that word. The next one is . . ."

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4 WRITING VOCABULARY OBSERVATION SHEET

SCORE
STANINE GROUP

Date _____

Name _____ School _____

Recorder _____ Classroom Teacher _____

(Fold heading under before child uses sheet)

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1 HEARING AND RECORDING SOUNDS IN WORDS (DICTATION TASK)
OBSERVATION SHEET

SCORE /37
STANINE GROUP

Date _____

Name _____ School _____

Pass-fail _____ Classroom Teacher _____

Circle Form Used (A, B, C, D or E) (Fold heading under before child uses sheet)

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6 RUNNING RECORD OF TEXT READING

Highest Level at 90% or above

Level _____ Acc. ____ %

Date: _____

Name: _____ School: _____

Recorder: _____ Classroom Teacher: _____

Level:	Acc.: %	SC Rate 1:

		TOTALS			Information used	
Page	TITLE:	Words:	E	SC	E MSV	SC MSV

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Appendix F

Sample Lesson Plan

NAME: _____ LESSON RECORD WEEK/LESSON: _____

RR TEACHER: _____ DATE: _____

READING

NEW TEXT	RE-READING	STRATEGIES 1) USED 2) PROMPTED	TAKING WORDS APART IN READING	1) LETTER IDENTIFICATION 2) WHIING AND BREAKING
- Title of new book - Book level - Main idea statement - Special concepts - Structural elements/ book language - One/two new and important words to predict letter and then locate	- Title and level of books reread -Title of Running Record Book • level • % accuracy • s/c rate	- Fluency and phrasing - What strategies were used - What strategies were prompted/ taught - What strategies are needed - Behaviors observed/inferred in relation to the strategies used/prompted/needed for text reading: • directional movement • one-to-one matching • locating known/unknown words • using a known cue • self monitoring • cross-checking on information • searching for/using cues (MSV) • self-correction • confirming check - Notes on what is needed for next day's instruction - Note child responses and include observations on the reading of all books (familiar running record and new).	- Any work done on words in text reading • during or after familiar book reading -after the running record book • during the work on the new book • after the new book - Note child responses	1) - Any work done on letter identification/ letter formation - Letters taken to fluency - Note child responses 2) - Any work done on learning how words work (magnetic letters) • words used • analogies made - Note child responses

	WRITING		CUT-UP STORY	
TASK	CONSTRUCTING WORDS AND FLUENCY PRACTICE	SPATIAL CONCEPTS	SEQUENCING	COMMENTS
- Write the sentence dictated by the child and code Code: Underline each letter/word that the child writes /slash/ to indicate the way the sentence was cut up by the teacher • phrases • words • word parts • letters/chunks	- Practice page work • words copied (early) • letters taken to fluency • words taken to fluency • linking known to new words • adding endings • analogies • hearing sounds in words Code: #number to indicate the sequence. Note approximations above. e.g. - Note child responses	- Any comments on how the child is using space - • in writing • in cut-up story	- How the child puts the cut-up story together - • directionally • sequence - Any checking behaviors • monitoring • re-reading • self-correction	- Important new learning - Consistent confusions - Periodic summary of current way of responding

Appendix G

Samples of Daily/Weekly Teacher Documentation

READING RECOVERY: PREDICTIONS OF PROGRESS

Child _____ School _____

RR Teacher _____ Date _____

Forward as
At the end of the teaching program _____ will know how to ... in order to ...

In the next few weeks, he/she will need to know how to...

Extra work will be needed on...

At the end of the teaching time (_____) _____ will be able to read
(# weeks) (child's name)

Name of book _____ ☐ Level of Basal ☐ Reading Recovery Level (Approx.)
(classroom text)

Are there any priorities among these? Mark them with an *.

DAILY RUNNING RECORD SHEET

Week/Lesson No. _____

TEXT LEVEL

NAME: _____

RR TEACHER: _____ DATE: _____

Scores: RUNNING WORDS / ERRORS _____ ERROR RATE 1: _____ ACC. _____ % SC RATE 1: _____

ANALYSIS OF ERRORS AND SELF CORRECTIONS
Information used or neglected
[Meaning (M) Structure or Syntax (S) or Visual (V)]
CROSS CHECKING ON INFORMATION
(Note that this behavior changes over time)

☐ Easy 95-100% ☐ Inst. 90-94% ☐ Hard 50-89%

		TOTALS		Information used	
PAGE	TITLE	E	SC	E MSV	SC MSV

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Daily Running Record/ Attendance Record

Name _____

Lesson	Date	Book	Level	%	S.C.	If no lesson, state the reason

RECORD OF BOOK LEVEL NAME:_____ RR TEACHER:_____

Code:

90% or above

Below 90%

Date	Lessons	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	LEVEL TITLE	Acc.	SC
	ITK	1																							
	ITK	2																							
		3																							
		4																							
		5																							
		6																							
		7																							
		8																							
		9																							
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		16																							
		17																							
		18																							
		19																							
		20																							
		21																							
		22																							

WRITING VOCABULARY CHART
(Optional)

NAME: _____ RR TEACHER: _____

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P-Q	R	S	T	U
V	W-X	Y	Z	CHUNKS/ENDINGS

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Form #2.4
Monitoring Forms
1993

WRITING VOCABULARY WEEKLY RECORD SHEET

Date of First Lesson: _____ Reading Recovery Teacher: _____ Name: _____

Initial Testing Date:	Week 1 ITK Date:	Week 2 ITK Date:	Week 3 Date:	Week 4 Date:	Week 5 Date:	Week 6 Date:
Week 7 Date:	Week 8 Date:	Week 9 Date:	Week 10 Date:	Week 11 Date:	Week 12 Date:	Week 13 Date:
Week 14 Date:	Week 15 Date:	Week 16 Date:	Week 17 Date:	Week 18 Date:	Week 19 Date:	Week 20 Date:

Appendix H

Student Discontinuation Summary Sheets

OBSERVATION SUMMARY FOR MULTIPLE TESTINGS

Teacher: _____ Name: _____

Exit Status: _____ Date of Birth: _____

Promoted: _____ School: _____

SUMMARY OF RUNNING RECORD

	Text Title/ Date	Running Word Errors	Error rate	Accuracy	Self-correction rate
Entry					
1. Easy	_____	_____	1:_____	_____%	1:_____
2. Instructional	_____	_____	1:_____	_____%	1:_____
3. Hard	_____	_____	1:_____	_____%	1:_____
Exit					
1. Easy	_____	_____	1:_____	_____%	1:_____
2. Instructional	_____	_____	1:_____	_____%	1:_____
3. Hard	_____	_____	1:_____	_____%	1:_____
End of Year					
1. Easy	_____	_____	1:_____	_____%	1:_____
2. Instructional	_____	_____	1:_____	_____%	1:_____
3. Hard	_____	_____	1:_____	_____%	1:_____

TESTS	L.I. 54 Stanine		Word Test 20 Stanine		C.A.P. 24 Stanine		Writing Stanine		Hearing Sounds 37 Stanine		Instructional Level Reading
Entry Date:											
Exit Date:											
End-of-year Date:											
Further Date:											
Further Date:											

RECOMMENDATIONS: (for class teacher, or for review, or further teaching, or further assessment)

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USEFUL STRATEGIES ON TEXT

PROBLEM STRATEGIES ON TEXT

USEFUL STRATEGIES WITH WORDS

PROBLEM STRATEGIES WITH WORDS

USEFUL STRATEGIES WITH LETTERS

PROBLEM STRATEGIES WITH LETTERS

SUMMARY

Signature_____

OBSERVATION SURVEY SUMMARY SHEET

Name: _____ Birthdate: _____ Age ____ yrs ____ mos

RR Teacher: _____ Classroom Teacher: _____

Date: _____ District/School: _____

SUMMARY OF RUNNING RECORD Text Titles	LEVEL	RUNNING WORDS ERROR	ERROR RATE	ACC.	SC RATE
1. EASY _____	_____	_____	1:_____	_____ %	1:_____
2. INSTR. _____	_____	_____	1:_____	_____ %	1:_____
3. HARD _____	_____	_____	1:_____	_____ %	1:_____

Directional Movement _____

ANALYSIS OF ERRORS AND SELF CORRECTIONS

Cues used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Easy _____

Instr. _____

Hard _____

CROSS CHECKING ON CUES _____

(Note that this behavior changes over time) _____

LETTER IDENTIFICATION	___/54
WORD TEST (LIST A, LIST B, LIST C)	___/30
CONCEPTS ABOUT PRINT (STONES, SAND)	___/24
WRITING VOCABULARY	
HEARING SOUNDS IN WORDS DICTATION (A, B, C, D, E)	___/37

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